

Marshall University

Course Number/Title	CMM 674: Seminar in Communication Pedagogy
Semester/Year	Fall 2016
Days/Time	Mondays 4:00 – 6:20 pm
Location	Smith Hall 232
Instructor	Dr. Jill C. Underhill
Office	Smith Hall 250
Phone	(304) 696-3013
E-Mail	underhillj@marshall.edu
Office/Hours	M- 10:00 – 2:00 W- 10:00 – 2:00 F- 12:00 – 12:00 & by appointment
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description

<p>This course allows graduate assistants to develop instructional skills of preparation, presentation, and evaluation; to understand instructor duties and requirements; and to exemplify interpersonal skills in dealing with students.</p>

Course Student Learning Outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be able to effectively create, organize, and implement lesson plans.	In-class activities, discussion, low-stakes assignments	Lesson Plan Assessments
Students will develop a comprehensive teaching philosophy.	Discussion, in-class activities, low-stakes drafts throughout the semester.	Teaching Philosophy
Students will be able to critique, discuss, and theorize various teaching methods and techniques used in teaching communication.	In-class activities, discussion, discussion board posts	How-To Demonstration GIFTS Assignment Invitational Dialogue Assignment

Required Texts, Additional Readings, and other Material

Dannels, D. A. (2015). *Eight essential questions teachers ask: A guidebook for communicating with students*. New York: Oxford University Press.

A bibliography of recommended reading is also included on the instructor Blackboard organizational site.

Course Requirements

	<u>Points</u>	<u>Due Date</u>
Lesson Plans Each student will complete 3 lesson plans to share with other CMM 103 instructors. The lesson plan should plan a 50-minute class related to the material scheduled for that day. Guidelines and rubric are available on Blackboard. A schedule is attached to the syllabus and posted on Blackboard.	30	See attached schedule.
How To Video/Directions Each student will complete one tutorial for other instructors on how to use a technology or teaching tool. We will brainstorm some ideas in the class. Student can prepare a short video or use screen shots to demonstrate. Guidelines and a rubric will be available on Blackboard.	10	9/26
G.I.F.T.S. Presentation Each student will create one new class activity to teach a topic in the course. We will select topic areas in class. The presentation and ancillary materials will be due two weeks before that topic is covered in the course.	25	Sign up for presentation date. All presentations in October & November.
Invitational Dialogue Assignment We are going to test out a new assignment for CMM 103 by completing it ourselves. You will be paired up and we will test it out. You are going to do the assignment just like a hypothetical student in the course ☺.	150	12/5
Teaching Philosophy You will write a one-page teaching philosophy as the capstone of the course. Guidelines and a rubric for the philosophy will be posted on Blackboard.	10	12/12
TOTAL	225	

Grading Policy

A = 100 - 90%	225 – 203
B = 89 - 80%	202 – 180
C = 79 - 70%	179 – 158

Guidelines and associated rubrics are posted on Blackboard for each assignment.

Unless explicitly stated, written assignments will be submitted electronically via the dropbox function on Blackboard. If you have trouble submitting via Blackboard, e-mail the assignment to me before the deadline for full credit.

All assignments should be typed in 12 point font, double spaced, with one inch margins on all sides.

Late assignments will not be accepted for full credit unless the instructor has given prior consent. For every 24 hours that the assignment is late without the instructor's approval, the assignment grade will drop 20%.

Attendance Policy

Your participation is an integral component of this course. Regular and prompt attendance is necessary. Attendance will be taken at each session. You are allowed **one** unexcused absences during the semester (on days that do not include an oral presentation or a major grading event, such as an exam). That said, please do not come to class ill. You are responsible for obtaining an excused absence from the Dean of Students in the case of illness or other university-excused reason for missing class. **After one unexcused absence, you will lose -10 points off your total grade for each additional absence.**

Course Schedule

Date	Topics and Readings
Week 1 August 22	Greetings! <ul style="list-style-type: none">• Introducing the Pedagogy Class• Mindtap/Blackboard Training• Preparing for Week 1 in the classroom <i>Reading: Dannels Chapter 1</i>
Week 2 August 29	Getting into the Teaching Groove <ul style="list-style-type: none">• Course Requirements• Preparing for Mindtap orientations• Preparing for Week 2 in the classroom <i>Reading: Dannels Chapter 4</i>

<p>Week 3</p> <p>September 5</p>	<p>Labor Day- No Class.</p> <p>*Please make sure you check the Blackboard post about week 3 classroom preparation.</p>
<p>Week 4</p> <p>September 12</p>	<p>Establishing Your Credibility</p> <ul style="list-style-type: none"> Finding Your Voice & Persona Embodied ethos Preparing for Week 5 in the classroom <p><i>Reading: Dannels Chapter 2</i></p>
<p>Week 5</p> <p>September 19</p>	<p>Navigating Relationships</p> <ul style="list-style-type: none"> Working with students in and out of the classroom Preparing for Week 6 in the classroom <p><i>Reading: Dannels Chapter 6</i></p>
<p>Week 6</p> <p>September 26</p>	<p>How-To Demonstrations</p> <ul style="list-style-type: none"> Preparing for Week 7 in the classroom
<p>Week 7</p> <p>October 3</p>	<p>Engaging and Motivating Students</p> <ul style="list-style-type: none"> Embodied teaching strategies Preparing for Week 8 in the classroom <p><i>Reading: Dannels Chapter 5</i></p>
<p>Week 8</p> <p>October 10</p>	<p>HACKER WARS CO-CURRICULAR EVENT</p> <ul style="list-style-type: none"> Preparing for Week 8 in the classroom
<p>Week 9</p> <p>October 17</p>	<p>Providing Effective Feedback</p> <ul style="list-style-type: none"> Fairness & Challenges Balance Preparing for Week 10 in the classroom <p><i>Reading: Dannels Chapter 8</i></p>
<p>Week 10</p> <p>October 24</p>	<p>Acknowledging Difference</p> <ul style="list-style-type: none"> Creating a “safe” classroom Critical Pedagogy Preparing for Week 11 in the classroom <p><i>Reading(s): Dannels Chapter 7</i></p>

Week 11 October 31	<u>Invitational Dialogue Introduction & Workshop</u> <ul style="list-style-type: none"> Preparing for Week 12 in the Classroom
Week 12 November 7	Negotiating Power & Personal Responsibility <ul style="list-style-type: none"> Classroom democracy? Preparing for Week 13 in the classroom <i>Reading: Dannels Chapter 3</i>
Week 13 November 14	<u>Teaching Philosophy Workshop</u> <ul style="list-style-type: none"> Purpose of a Teaching Philosophy Teaching Philosophy Styles
(November 21)	Fall Break- No Classes this week!
Week 14 November 30	<u>Invitational Dialogue Workshop</u> <ul style="list-style-type: none"> Preparing for Week 15 in the classroom
Week 15 December 5	Invitational Dialogue Presentations
Final Exam Period December 12	Teaching Philosophy Due

CMM 674 LESSON PLAN ASSIGNMENT

Each student will complete 3 lesson plans to share with other CMM 103 instructors. The lesson plan should plan a 50-minute class related to the material scheduled for that day. The lesson plan should include a description of each task and activity/video/discussion with an estimated amount of time spent on each element. The class should at least do two different activities in 50 minutes. Please provide at least one alternative option to an activity in your lesson plan. Please let instructors know at the top of the lesson plan what students need to have with them to make the class a success and any preparation work they may need to do to be ready to execute the class period. Please see the next page for an example lesson plan and then the schedule for turning in your lesson plans.

Please submit your lesson plans the Sunday before they are due by 11:59 pm to the "Lesson Plan dropbox." See calendar and due dates below. Please title your Lesson Plan file with the Topic and Date it should be used. I will edit (if needed) and grade the lesson plan and post it to Blackboard for everyone to use if they wish.

Rubric	Points Possible	Points Earned
Lesson plan is complete. It contains all necessary elements for an instructor to execute a 50-minute class periods and enough material to have some option in how the class is executed.	5	
Lesson plan is clear. It is very easy to follow and other instructors understand everything they would need to successfully execute the activities and discussions.	5	
TOTAL	10	

CMM 103
Lesson Plan (Class 2) Chapter 1

-Students may or may not have access to the book at this point, so the instructor will be prepared to supplement.

Attendance (5 min)

1. Today's attendance Question-What type of public speaking do you think you may do as part of your future career or in your personal life?

Chapter 1.1 Brief Review/ Discussion (Public Speaking as an evolving art) (5 min)

The instructor will ask these question to the class and wait for response.

1. What is public speaking and why is it an important skill?
2. Who is the most important person to consider when writing a speech? Justify your answer. (audience)
3. What do audiences want the speaker to do? (connect with them-talk about something relevant to them)
4. What's unique about communicating today, as opposed to 50 years ago? (media, technology, culture, many more answers)

Chapter 1.2 Review (Foundations of Public Speaking) (10 min)

Instructor will review the following terms by writing them on the board (or use Power Point slides). This part will be brief and then they will apply concepts to video below:

- Ethos, Logos, Pathos, Mythos
- Five Canons of rhetoric (Invention, Arrangement, Style, Memory, Delivery)
- Audience Centered Communication Model (Describe and discuss the 8 elements)

Video Activity (25-30 min)

Show first 4 minutes of Michelle Obama's DNC Speech and have them map the 8 elements of the model. Discuss how you can analyze the speech by looking at each of the 8 elements. If time, talk about how ethos, pathos, logos, and mythos related to this speech. Also incorporate Five Canons if time.

<https://www.youtube.com/watch?v=n7739moaapI>

or

Discussion Activity (25- 30 min)

In pairs, students will describe the best public speaker they have seen/heard and develop a list of the qualities that made this person an ideal public speaker. Be specific. Then, ask

your partner what their list is and compare the lists to develop an ideal list of qualities. Once students complete this, have each group tell the class their two speakers and the combined list of speaking qualities. Then relate these qualities to ethos, pathos, logos, and mythos. Talk about how the qualities we brainstormed relate to the Audience Centered Communication Model and Five Canons. Compile final list as “Musts for Speakers in Section 1XX”

CMM 674 LESSON PLAN SCHEDULE

LESSON PLANS DUE TO BLACKBOARD AT 11:59 PM:

SCOTT 8/28 (LESSON FOR 9/2), 9/4 (LESSON FOR 9/7 & 9/9)

ERIN 9/3

LACHEL 9/11

CINDY 9/25

SEP 10/16

ALEXA 11/20

(Instructor reserves the right to change the course schedule as needed. Edited schedules will be posted.)

Week	Date	Topic	Reading Corresponding to Class
Week 2	8/29	Building Your Confidence Cengage Mindtap Orientation	Chapter 2
	8/31	Ethical Speaking & Listening	Chapter 3
	9/2	Developing Your Purpose and Topic SCOTT BEANE	Chapter 4
Week 3	9/5	LABOR DAY- NO CLASSES	
	9/7	Adapting to Your Audience SCOTT BEANE	Chapter 5
	9/9	Workshop: Learn about Your Audience for this Class SCOTT BEANE	
Week 4	9/12	Informative Speaking <i>Introduce Informative Speech Assignment</i> <i>Assign Informative Speech Proposal</i> ERIN JORDEN	Chapter 13
	9/14	Generating a Thesis Statement ERIN JORDEN	
	9/16	Researching Your Topic ERIN JORDEN	Chapter 6
Week 5	9/19	Supporting Your Ideas Creating Oral Citations LACHEL HOUSE	Chapter 7

	9/21	Workshop: Informative Speech Proposal INFORMATIVE SPEECH PROPOSAL DUE BY 11:59 PM ON 9/21	
	9/23	Beginning and Ending Your Speech LACHEL HOUSE	Chapter 9
Week 6	9/26	Organizing and Outlining Your Speech LACHEL HOUSE	Chapter 8
	9/28	Informative Speech Outline Workshop INFORMATIVE SPEECH PREPARATION OUTLINE DUE BY 11:59 PM ON 9/28	
	9/30	Delivering Your Speech CINDY FULLER	Chapter 12
Week 7	10/3	Integrating Presentation Media Delivery Workshop Day PRACTICE RECORDING DUE BY 11:59 PM ON 10/3 CINDY FULLER	Chapter 11
	10/5	INFORMATIVE SPEECH PRESENTATIONS	
	10/7	INFORMATIVE SPEECH PRESENTATIONS	
Week 8	10/10	INFORMATIVE SPEECH PRESENTATIONS	
	10/12	INFORMATIVE SPEECH PRESENTATIONS	
	10/14	Persuasive Speaking CINDY FULLER	Chapter 14
Week 9	10/17	Understanding Arguments JILL UNDERHILL	Chapter 15
	10/19	Crafting Arguments and Appeals JILL UNDERHILL	
	10/21	Persuasive Speech Proposal Workshop PERSUASIVE SPEECH PROPOSAL DUE BY 11:59 PM ON 10/21	
Week 10	10/24	Using Language Effectively SEP DUNHAM	Chapter 10
	10/26	Crafting Your Argument	

		SEP DUNHAM	
	10/28	PERSUASIVE SPEECH OUTLINE DUE BY 11:59 PM ON 10/28.	
Week 11	10/31	Persuasive Delivery SEP DUNHAM	
	11/2	REHERSAL RECORDING DUE BY 11:59 PM ON 11/2	
	11/4	Persuasive Speech Delivery Workshop	
Week 12	11/7	PERSUASIVE SPEECH PRESENTATIONS	
	11/9	PERSUASIVE SPEECH PRESENTATIONS	
	11/11	PERSUASIVE SPEECH PRESENTATIONS	
Week 13	11/14	PERSUASIVE SPEECH PRESENTATIONS	
	11/16	PERSUASIVE SPEECH PRESENTATIONS	
	11/18	PERSUASIVE SPEECH PRESENTATIONS	
	11/21 – 11/25	Thanksgiving Break	
Week 14	11/28	Special Occasion Speaking ALEXA GRIFFEY	Chapter 16
	11/30	Special Occasion Speaking ALEXA GRIFFEY	
	12/2	Special Occasion Speaking ALEXA GRIFFEY	
Week 15	12/5		
	12/7	Ceremonial or Impromptu Speaking	
	12/9	Ceremonial or Impromptu Speaking Workshop	
Final Exam Session	12/12 – 12/16	CEREMONIAL OR IMPROMPTU SPEECHES <i>(Instructors- The final exam schedule is posted on our Course Organization site)</i>	